DOCUMENT RESUME

ED 247 281 TM 840 458

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TITLE Evaluation of the 1982-83 Oklahoma City Public Schools Indiana Education Program.
INSTITUTION Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
PUB DATE 83
NOTE 52p.; Appendix 2 contains small print.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Collected Works - Serials (022)
JOURNAL CIT Journal of Research and Evaluation of the Oklahoma City Public Schools, v14 n5 1983

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement Gains; *American Indian Education; Attendance Patterns; Behavior Problems; Career Education; Cultural Awareness; Educational Objectives; Elementary Education; Financial Needs; Mathematics Achievement; *Program Evaluation; Reading Achievement; Student Behavior; Tutoring
IDENTIFIERS *Oklahoma City Public Schools

ABSTRACT

The Oklahoma City Public School 1982-83 Indian Education Program served students in two major areas: academic assistance and supplemental guidance and counseling. Specific program objectives included the following: under academic assistance (1) students receiving tutoring will show achievement gains in reading and mathematics; (2) the Title IV-A program and other programs providing academic assistance will be coordinated by the Indian Education Advisor; under supplemental guidance and counseling (1) assistance will be provided for all students referred for excessive absenteeism; (2) of referred students assessed on the Behavior/Adjustment Record, at least 20 percent will show improvement; (3) the financial needs of referred students will be assessed and resources provided; (4) information on career and educational opportunities will be provided to students; and (5) one Indian cultural awareness activity will be provided in each building each semester. The evaluation procedures involved data collection from several sources: quarterly reports, qualitative data on staff members' use of their time, the Wide Range Achievement Test (WRAT), and the district-administered California Achievement Test (CAT). Analyses showed that both objectives for the Academic Assistance component were met and four of the five Supplemental Guidance and Counseling objectives were met. Data sources also documented the wide variety of activities occurring during the 1982-83 school year. (Author/BW)

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EVALUATION OF THE 1982-83 OKLAHOMA CITY PUBLIC SCHOOLS INDIAN EDUCATION PROGRAM

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VOLUME 14. . . NUMBER 5

ACKNOWLEDGEMENTS

Many persons contributed to this evaluation effort. Patricia Watson, Director of the Planning, Research, and Evaluation Department and department staff critiqued the report. The Indian Education program staff collected the quarterly report data and program administrators reviewed the early drafts of the report. The OCPS Graphics Department produced the bar graphs for quarterly data, and the Data Processing Department designed and implemented the Indian Education data base which made possible the new quarterly reporting system. Cynthia Coulter summarized quarterly data and analyzed WRAT gains. Francis Bennett and Betty Carter produced early drafts and Gloria Funderburgh took the manuscript to final draft status with patient and expertly-done incorporation of many revisions into a final draft document.

EXECUTIVE SUMMARY

The Oklahoma City Public Schools 1982-83 Indian Education Program served students in two major areas

Academic Assistance

Supplemental Guidance and Counseling

Specific program objectives included the following:

ACADEMIC ASSISTANCE

1. By May 15, 1983, the mean scores for reading and mathematics at each grade level of students to whom tutoring services are provided will show a statistically significant gain between pre and post testing on the Wide Range Achievement Test (WRAT).

2. Throughout the project year, the Indian Education Advisor will maintain coordination between the Title IV-A program and other local, state, and federal programs which provide academic assistance in buildings where they are assigned.

SUPPLEMENTAL GUIDANCE AND COUNSELING

1. By May 15, 1983, the Indian workers will assess and attempt to provide assistance for 100% of students referred for excessive absenteeism.

2. By May 15, 1983, 80% of students referred will be assessed by the Indian worker on the Behavior/Adjustment Record. Of the 80% assessed, at least 20-40% will show improvement as indicated on the Behavior/Adjustment Record.

3. By May 15, 1983, the Indian workers will assess the financial needs of 100% of the students referred and will attempt to locate or provide resources to address those needs.

4. By May 15, 1983, the Indian worker will provide information to students on career and educational opportunities as appropriate and necessary.

5. By May 15, 1983, each Indian worker will provide a minimum of two (one per semester) Indian cultural awareness activities to students in his/her building.

The evaluation procedures involved data collection from several sources: quarterly reports, qualitative data on staff members' use of their time, the WRAT, and the district-administered California Achievement Test (CAT). Analyses showed that both objectives for the Academic Assistance component were met and four of the five Supplemental Guidance and Counseling objectives were met. Data sources also documented the wide variety of activities occurring during the 1982-83 school year.

The one objective that was not met stated that the staff would "provide a minimum of two (one per semester) Indian cultural awareness activities to students in his/her building". Quarterly report data indicated that there were 12 of 35 "base" or target schools that did not report at lease one cultural activity each semester. Some staff indicated that they may not have reported all activities that occurred. However, it seems unlikely that the problem was entirely one of reporting, since a new, computerized quarterly report was in use for 3 of the 4 quarters during 82-83. Staff members generally felt that the new quarterly report greatly facilitated the reporting procedures. The recommendation concerning cultural activities is that efforts should be redoubled during future years to insure that at least one cultural activity occurs each semester at each of the target sites.

The program areas corresponding to the six objectives that were met showed a concentrated and successful effort to provide several kinds of academic assistance and informal counseling services. The program should continue doing what has been done in the past in these areas.

Additional analyses projected completion of academic growth objectives as described in the objectives of the 1983-1984 proposal. Those analyses were designed to address the hypothetical question of program performance during 1982-1983 if the achievement gain objective had been as it is stated for the 1983-1984 year. The new (1983-84) objective requires a majority of tutored students to show more growth than predicted by national norms for the CAT. Results showed that if the program had been evaluated (in 1982-83) with objectives as written for 1983-84, the achievement objectives would not have been met. There were 48.4% of the tutored students in reading and 42.2% of those tutored in math with gains greater than predicted by national norms.

The apparent reason that less than half of the students showed positive NCE gains seemed attributable to the fact that a large percentage of those students reported as being tutored had relatively high prescores. Depending on subject matter (reading vs. math), from one-fourth to nearly one-half of the tutored students had prescores in the 40 to 60 percentile range or higher. Additional analyses indicated that students below the 25th percentile were those most likely to benefit from the tutoring services. This finding led to the recommendation for 1983-84 that tutoring resources be focused on Indian students scoring below the 25th percentile for long-term tutoring.

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OKLAHOMA CITY PUBLIC SCHOOLS
EVALUATION OF THE 1982-1983 INDIAN EDUCATION PROGRAM

INTRODUCTION

The Federal Indian Education Act was enacted to address the culturally-related academic needs of Native American students. There is local discretion on how the resources are used, with broad guidelines provided by the Department of Education. Those guidelines specify the development of a coordinated program effort through:

1. Needs assessment data collection,
2. Parental involvement, and
3. Cooperation with the LEA's (Local Education Agency) goals and programs.

This evaluation report addresses program performance and service-related objectives during the 1982-1983 school year. The grant award for the 1982-1983 year is the third year of a three year funding cycle begun in the 1980-1981 school year. The contract for the 1983-1984 academic year begins a new funding cycle. The local Oklahoma City Public Schools (OCPS) "needs assessment" data indicated two major areas of need: (1) Academic Assistance, and (2) Supplemental Guidance and Counseling. Each of these two areas of need is addressed by specific objectives. A total of 1699 students were recorded in the 1982-1983 Indian Education data base.

The objectives are:

Academic Assistance

1. By May 15, 1983, the mean scores for reading and mathematics at each grade level of students to whom tutoring services are provided will show a statistically significant gain between pre and post testing on the Wide Range Achievement Test (WRAT).

2. Throughout the project year, the Indian Education Advisor will maintain coordination between the Title IV-A program and other local, state, and federal programs which provide academic assistance in buildings where they are assigned.

Supplemental Guidance and Counseling

1. By May 15, 1983, the Indian workers will assess and attempt to provide assistance for 100% of students referred for excessive absenteeism.

2. By May 15, 1983, 80% of students referred will be assessed by the Indian worker on the Behavior/Adjustment Record. Of the 80% assessed, at least 20-40% will show improvement as indicated on the Behavior/Adjustment Record.

3. By May 15, 1983, the Indian workers will assess the financial needs of 100% of the students referred and will attempt to locate or provide resources to address those needs.

4. By May 15, 1983, the Indian worker will provide information to students on career and educational opportunities as appropriate and necessary.

5. By May 15, 1983, each Indian worker will provide a minimum of two (one per semester) Indian cultural awareness activities to students in his/her building.

The remainder of this report presents "process" and "product" evaluation data on the OCPS 1982-1983 Indian Education Program. The "process" data consist of information summarized from quarterly reports on services provided to students. The "product" or outcome data analyzed consist of achievement gains on the WRAT (Wide Range Achievement Test) and the CAT (California Achievement Test).

ASSESSMENT OF OBJECTIVES

The first objective states that the students who receive tutoring services will show statistically significant gains between pre and post testing on the Wide Range Achievement Test. The assessment of this objec-

tive relied on the "dependent samples" t-test on standard scores from the WRAT. A mean gain for tutored students will reflect the degree to which they gained more than what would be expected from national norms.

The following graphs show the number of students reported as tutored, by quarter.

FIGURE 1.

NUMBER OF STUDENTS BY QUARTER RECEIVING TUTORING IN READING

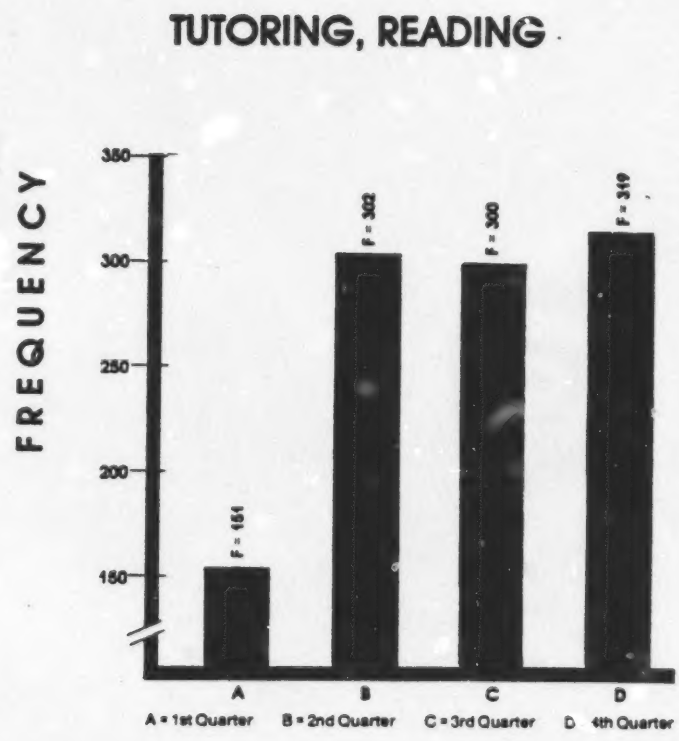
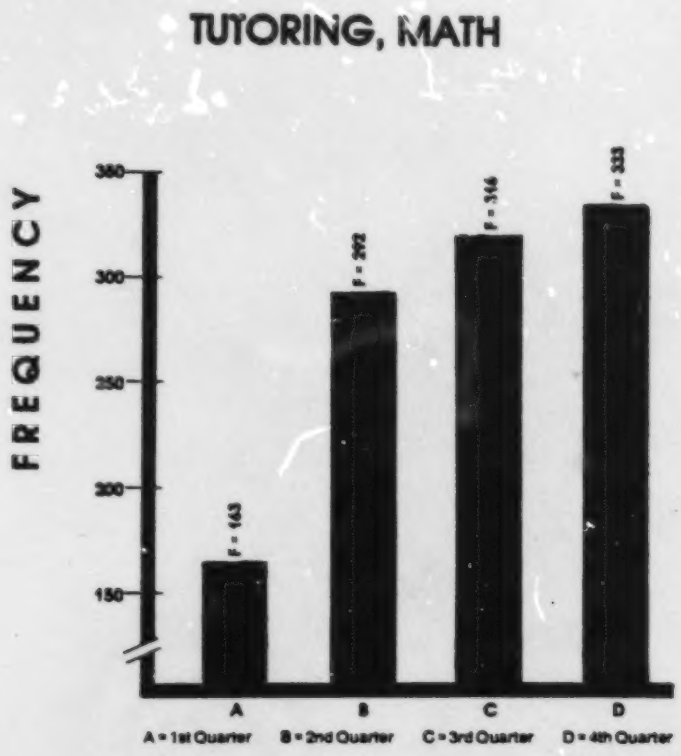


FIGURE 2.

NUMBER OF STUDENTS BY QUARTER RECEIVING TUTORING IN MATH



The results given in the tables below show the mean pre-scores, post-scores and gain for those tutored students on whom we have both pre and post data. Pretesting was done in October and postesting was completed in May.

TABLE 1.

PRE-POST ANALYSIS: READING GAINS

No. of Students	Pretest Mean	Pretest Standard Deviation	Posttest Mean	Postest Standard Deviation
142	92.08	14.92	94.42	14.38

Mean Gain: 2.34
Standard Deviation of Gain: 8.23
Correlation between Pre-and Post-test: 0.84
T-Test on Gain: 3.38, with 141 df,
p-value = .001

Table 2. below presents the pre, post, and gain data for students tutored in math.

TABLE 2.

PRE-POST ANALYSIS: MATH GAINS

No. of Students	Pretest Mean	Pretest Standard Deviation	Posttest Mean	Postest Standard Deviation
156	88.81	10.57	90.40	12.63

Mean Gain: 1.59
Standard Deviation of Gain: 8.62
Correlation between Pre-and Post-test: 0.74
T-Test on Gain: 2.30 , with 155 df,
p-value = .023

The gains in both reading and math were positive and statistically significant; therefore, the objectives for both subject areas were met.

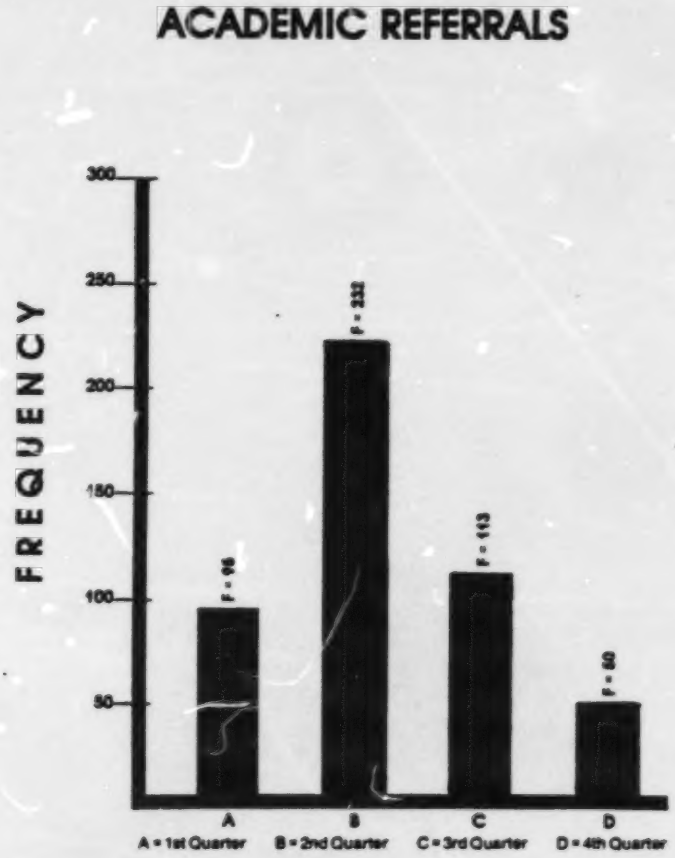
In addition to calculating gains for the total sample, reading and math gains were analyzed separately for elementary, fifth year, and middle school grades. Those analyses showed that the elementary grades' gains were the greatest and that there were more students tutored (and pre and post-tested) in the elementary grades than in other grades.

The second objective within the Academic Assistance component concerned coordination efforts between the Title IV-A Indian Education Program and the other local, state, and federal programs. For example, the Indian Education staff will assist and coordinate the referral of Indian students into the Chapter 1 compensatory program at sites where Chapter 1 services are offered.

Figure 3. below shows the numbers of students served (by quarter) through the academic referral services. The quarterly data show that between 50 and 232 students were served each quarter. More referrals occurred in the second quarter than any other.

FIGURE 3.

NUMBERS OF STUDENTS SERVED BY QUARTER, ACADEMIC REFERRAL

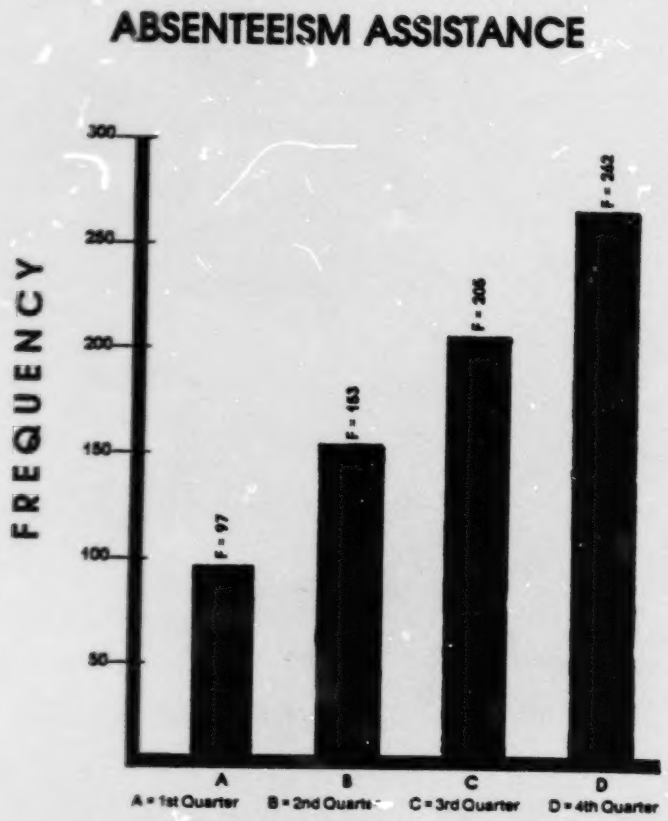


The remaining objectives are for the "Supplemental Guidance and Counseling" component. The first objective concerns the need for assistance to students who have excessive absenteeism. The assistance provided usually involved meeting with the student to discuss reasons for the high rate of absenteeism and/or phone calls or visits with the student's parents.

Figure 4 below gives the numbers of students served for absentee problems. This objective was met; the administrative procedure guarantees that referred students are assisted.

FIGURE 4.

NUMBER OF STUDENTS SERVED BY QUARTER FOR EXCESSIVE ABSENTEEISM



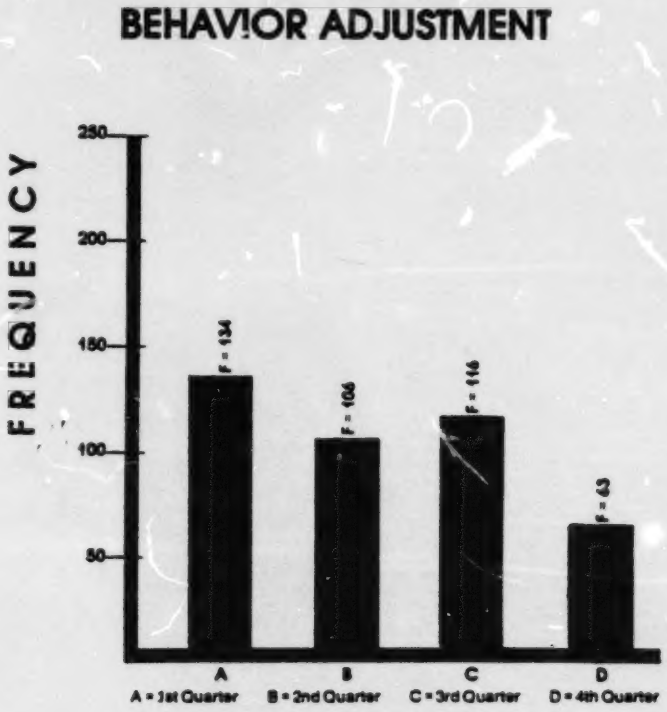
As is shown in Figure 4, the number of students needing and receiving assistance for absenteeism increased through the year. This may be related to a district-wide trend in which there are more absentees observed later in the year.

The next objective within the Supplemental Guidance and Counseling component concerns assistance provided to students referred for behavior adjustment problems.

The graph presented as Figure 5 shows the numbers of students (by quarter) served through the Behavior Adjustment objective. Records showed that at least 82% of the referrals were followed by assessment with the "Behavior Adjustment Record".

FIGURE 5.

NUMBERS OF STUDENTS SERVED BY QUARTER FOR BEHAVIOR ADJUSTMENT REASONS

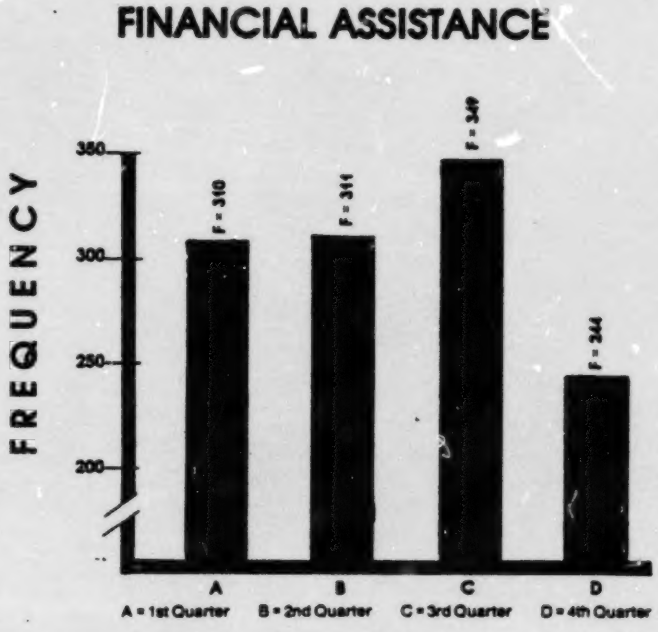


Across the whole 1982-1983 year, 188 of the 341 Behavior Adjustment Records indicated some improvement in student behavior, following informal counseling sessions between the Indian Education staff member and the student. The objective projected "at least 20-40% of the students would show improvement; the 1982-1983 "percent improved" figure of 55.1% (188 divided by 341) exceeds the projected figure, so the objective was met.

The third objective for Supplemental Guidance and Counseling concerned providing financial assistance to Indian students who qualify. Figure 6 below gives the data on students served under this objective.

FIGURE 6.

NUMBERS OF STUDENTS SERVED BY QUARTER, FINANCIAL ASSISTANCE

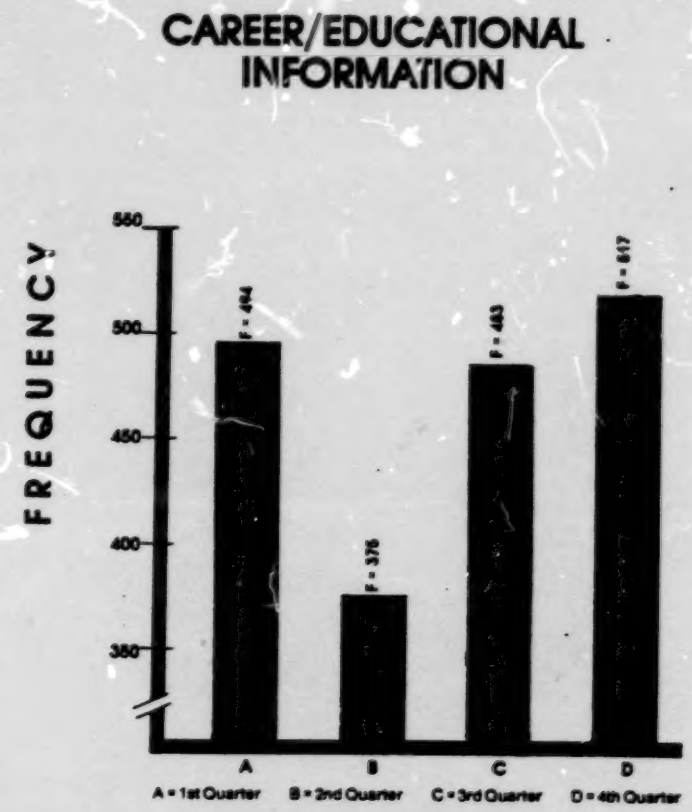


All of the students referred were assessed. The numbers shown in Figure 6. indicate numbers of students served. The numbers served per quarter ranged from 244 to 349, around a mean of 303 students per quarter. This objective was met.

The fourth objective under the Supplemental Guidance and Counseling component dealt with career and educational opportunities. The objective stated that Indian students would be exposed to information on career and educational opportunities. For example, community members could discuss various professional and educational options with high school students.

FIGURE 7.

NUMBERS OF STUDENTS GIVEN INFORMATION ON CAREER AND EDUCATIONAL OPPORTUNITIES, BY QUARTER

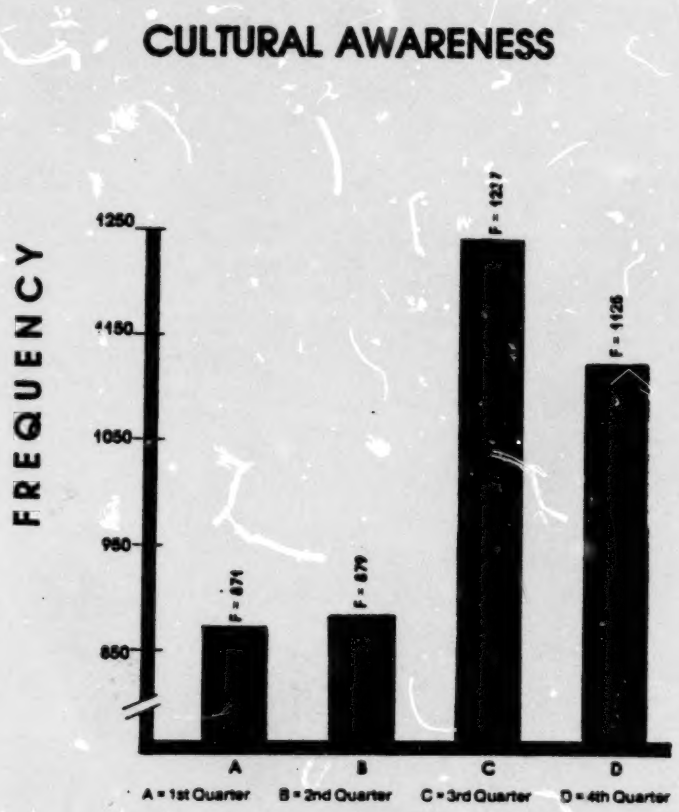


This objective was met as stated, with an average of 476 students served per quarter through career and educational orientation activities.

Figure 8. presents data on numbers of students involved in cultural awareness activities in each quarter of the 1982-1983 year. Cultural awareness activities include Native American art and crafts, historical projects, or other activities concerning Indian heritage.

FIGURE 8.

NUMBERS OF STUDENTS SERVED BY QUARTER, CULTURAL AWARENESS ACTIVITIES



Even though an average of 1028 students were served each semester, this objective was not met because of the manner in which it was stated. The objective requires at least one cultural awareness activity per semester in each of the schools designated as "target" sites or "base" schools (i.e., those with the most Indian students). Although large numbers of students were served (on the average, more than 60% of all Indian students -- 1028 out of 1699 -- were served each semester), they were not distributed across all base schools.

Table 3. below gives listings of schools that did and did not report at least one cultural awareness activity per semester. Some staff members indicated that the problem may have been one of reporting more than one of not providing the service. However, this is probably not the entire reason that the objective was not met, since a new, improved quarterly report form was in use for 3 of the 4 quarters of the 1982-1983 school year.

TABLE 3.

LIST OF "BASE" SCHOOLS THAT DID AND DID NOT REPORT CULTURAL AWARENESS ACTIVITIES

"Base" Schools Reporting Cultural Awareness Activities both Semesters:

Eugene Field	Capitol Hill Senior	Webster
Shields Heights	Capitol Hill Middle	Lee
Rockwood	Page-Woodson	Heronville
Arthur	Lincoln	Jackson
Adams	Stand Watie	Taft
Longfellow	Madison	Northwest Classen
Bodine	Moon	Central Innovative
Columbus	Jefferson	

"Base" Schools Not Reporting at Least One Cultural Awareness Activity per Semester

Grant	Wilson	Classen
Douglass	Wheeler	Star-Spencer
Southeast	Shidler	Roosevelt
Willard	Harding	Davis

In summary, the assessment of objectives showed that both objectives for the Academic Assistance component were met, and four of five objectives under the Supplemental Guidance and Counseling component were met. The results for the objective that was not met showed large numbers of students being served through

Cultural Awareness Activities, but they were not distributed throughout all base schools. The final section of this report presents recommendations concerning goals and objectives.

OTHER PROGRAM ACTIVITIES

In addition to the program activities directed toward attainment of the objectives, there were other activities recorded through the quarterly report data collection. These services provided by staff members were recorded on the new computerized quarterly report form and on the "Time Use Record". The Time Use Record was intended to record the delivery of services not fitting any of the established categories of the quarterly report form.

The quarterly report form did include provisions for tracking services such as "referrals to social agencies" and "preventive counseling". Referrals to social agencies occurred for the purpose of assisting the student and his or her family locate additional resources in the community to help with a health or legal need, or to assist the student in finding a job or in obtaining professional counseling. On the average, there were 136 contacts per quarter for such referrals. The quarterly data collection on "preventive counseling" was for the purpose of recording contacts between staff members and those Indian students who did not have a particular problem or immediate need. These contacts were intended to maintain and build rapport with students and to provide some positive reinforcement to the students who were functioning successfully in the school environment. On the average, there were 873 contacts per quarter recorded for "preventive counseling".

The information collected on the Time Use Record was summarized by ranking the items from most frequently to least frequently mentioned. The list in Table 4 below presents this information.

TABLE 4.

SUMMARY OF ITEMS MENTIONED ON TIME USE RECORD

No. of Times Mentioned	Description
50	Planning, organizing, completing report forms, providing students with financial aid and job application forms
38	Attends and/or helps with special functions such as carnivals, art shows, field trips, and awards assembly
34	Talking with parents about child; home visits
33	Inservice training, committee meetings
21	Informal counseling with students
20	Provides transportation for students to attend special functions; takes students shopping, to doctor, to get eye glasses; field trips; gives students rides home from school
20	"Other": sick leave; work on staff development plan on chemical dependence; checking or averaging student grades; checking roster for awards
17	Helping out in classroom; special tutoring in reading or math; help administer CAT; emergency substitute teaching

TABLE 4. (continued)
Summary of Items Mentioned on Time Use Record

No. of Times Mentioned	Description
14	Indian cultural activities: teaching sign language, making Indian dresses, making Indian tacos, etc.
12	Working on certification (506) forms and financial aid forms for students.
10	Provide food, clothing, utilities, etc., to Indian students' families; job referrals.
8	Arrange for eye testing; refer for glasses.
5	Discussing student and his or her problem with building personnel (teacher, principal, counselor).
3	Goes looking for students if they are absent.

The summary of these "qualitative" data makes it apparent that a wide variety of activities occur as services provided to the nearly 1700 Oklahoma City Public School Indian students.

Analysis of CAT Gains

In addition to examining achievement gains on the WRAT for assessment of objectives, the evaluation effort also involved the analysis of Indian students' performance on the California Achievement Test (CAT). The CAT is given in the spring of each year, district wide, to assess achievement in basic skills of the OCPS population. We analyzed CAT scores for 2 reasons: (1) To get another measure of the effectiveness of the tutoring program (independent of the WRAT data), and (2) To be able to predict the probable program performance on the

1983-1984 objectives, which refer to 12 month gains on the CAT [1]. These analyses were considered important for program planning for the 1983-1984 academic year.

The first procedure for the CAT analyses required the identification of all Indian students reported as receiving tutoring during the 1982-1983 year. This process yielded three groups: (1) students who were tutored in reading, (2) students who were tutored in math, and (3) students who were not tutored. The reading and math analyses were conducted separately, focusing on students who were tutored in reading for analysis of reading scores, and on those who were tutored in math for the analysis of math gains.

Table 5. presents the descriptive statistics on pre, post, and gain scores in reading and math for those students who were coded as receiving any tutoring services during the 1982-1983 academic year. The scores represent NCE (Normal Curve Equivalent) values; NCE scores are similar to percentiles, but have the advantage of being equal interval scores.

The pretest data in these analyses come from the May, 1982 administration of the CAT and the post-test data come from the April, 1983 CAT administration.

---

1 An evaluation change was made for the 1983-1984 academic year--instead of relying on WRAT data for pre and post-test data, spring-to-spring gains on the CAT will be analyzed. This new procedure will lead to less time spent on testing and a fiscal savings on purchasing of test materials.

TABLE 5.

MEANS AND STANDARD DEVIATIONS ON CAT

PRE-SCORES, POST-SCORES, AND GAINS

(NCE SCORES)

	No. of Students Tutored	Pre-Score Mean & S.D.	Post-Score Mean & S.D.	Gain Mean & S.D.
Reading	304	Mean = 42.06 S.D. = 19.87	Mean = 41.38 S.D. = 19.26	Mean = -0.68 S.D. = 16.67
Math	308	Mean = 44.47 S.D. = 17.54	Mean = 42.99 S.D. = 16.91	Mean = -1.47 S.D. = 14.32

Further analyses compared the CAT gains of Indian students who received tutoring with those who did not. Those results suggested no clear trend favoring the tutored students. In reading, results from the middle school grades showed the tutored students with greater gains than non-tutored students. However, in math, the means for Fifth Year Centers and Middle School students receiving tutoring were slightly higher than for the non-tutored students. Overall, the differences between tutored and non-tutored students did not approach statistical significance ($F < 1.0$ in both reading and math).

Analyses were also carried out to address the hypothetical question "What if the 1982-1983 program had been evaluated with CAT gains, using the objective as written for the 1983-1984 school year"? The new objective states that a majority of tutored students will show positive NCE gains. A positive NCE gain indicates that the student gained more than what would be expected from national

norms. This evaluation model is equivalent to the Chapter 1 (formerly Title 1) "Model A" evaluation in which the test publisher's norming sample is considered a "pseudo-control" group.

Analyses of the percentage of students with NCE gains greater than zero showed that, across all grades (first through eighth), 48.4% of the tutored students in reading and 42.2% of those tutored in math had positive gains. Since the objective states that a majority will have gains greater than zero, the achievement gain objective would not have been met, if the 82-83 evaluation had relied on CAT gains greater than zero. The following analyses were carried out for the purpose of understanding why this occurred.

The analyses of CAT gains showed that during the course of the year, 304 Indian students were recorded as receiving tutoring in reading and had '82 and '83 CAT scores. In math, 308 students were reported as tutored and had '82 and '83 CAT scores. Therefore, the N of students reported as tutored on one or more of the quarterly report forms was about twice the N entering the WRAT analyses. Apparently, the pre and post WRAT tests were given to the students who staff considered their "target" students for tutoring, although there were many more students who received some "incidental" or occasional tutoring throughout the year. Those students were entered as "tutored" via the new computerized quarterly report form, so that when we ask for a list of all students who were tutored, we get a list that is twice the length of the list of the "target" students to be tutored.

Additional analyses showed that the total group of "tutored" students (with more than 300 in both reading and math) included many students who were ini-

tially high achievers. That is, their prescore from Spring of 1982 was relatively high.

In Reading,

41.4% had prescores above the 40th percentile
31.5% had prescores above the 50th percentile
26.9% had prescores above the 60th precentile

In Math,

46.7% had prescores above the 40th percentile
36.1% had prescores above the 50th percentile
25.5% had prescores above the 60th percentile

These data show that large percentages of the students reported as being tutored were not low achievers. In fact, from one-fourth to nearly one-half of the total number showed pre-scores in the 40 to 60 percentile range and higher. The well-documented effect referred to as "regression to the mean" makes it difficult to get program-wide gains greater than zero with so many students who are initially high achieving. That is, the students who start out at the 50th, 60th, 70th percentile, etc., have much less "room" to show achievement growth than students who are initially low achievers (for example, those in the 10th, 20th, or 30th percentile range). It is also probably true that the students with high prescores were not being tutored as often or as consistently as the low achieving students.

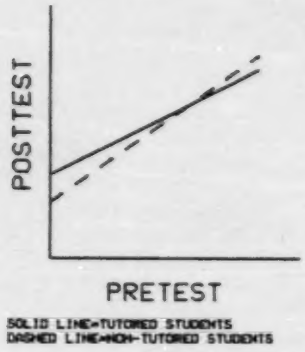
The final analyses to be described were directed toward discovery of the "optimal" cutoff point on prescores which defines the group of students who would most likely benefit from the academic tutoring. Those procedures consisted of complex multiple regression analyses comparing tutored and non-tutored Indian students. The results use a regression-computed "gain" line that represents the relation between pretest scores and posttest scores. Separate regression gain

lines were computed for tutored and non-tutored students. Figure 9 represents the trend for the 1982-1983 analyses.

FIGURE 9.

GRAPH OF POSTEST/PRETEST RELATIONSHIP

FOR TUTORED AND NON-TUTORED INDIAN STUDENTS



The pretest value which corresponds to the point of intersection of the two gain lines is the point below which the tutored students show greater gain than the non-tutored students. That point of intersection can be calculated by knowing the slope and intercept of each regression line.

Although the precise slopes and intercepts varied from one grade level to another, the pattern shown in Figure 9. held true in 5 out of 6 comparisons (three grade levels each for reading and math). Tables 6 and 7 show the slopes and intercepts for the six groups. With one exception, the results show the tutored students with higher intercepts and lower post-on-pre slopes than the non-tutored students. This result suggests that the tutoring program is most beneficial for the students with the lowest prescores. Only in math, in the elementary grades, was there a different trend.

TABLE 6.

RESULTS OF NCE READING SCORES REGRESSION ANALYSIS

Grade Level	Non-Tutored	Tutored
1st - 4th	Slope = .65 Intercept = 15.99	Slope = .56 Intercept = 17.48
5th	Slope = 1.02 Intercept = -.09	Slope = .83 Intercept = 8.16
6th - 8th	Slope = .73 Intercept = 12.41	Slope = .48 Intercept = 18.85

TABLE 7.

RESULTS OF NCE MATH SCORES REGRESSION ANALYSIS

Grade Level	Non-Tutored	Tutored
1st - 4th	Slope = .55 Intercept = 22.61	Slope = .57 Intercept = 18.66
5th	Slope = .88 Intercept = 3.08	Slope = .86 Intercept = 3.88
6th - 8th	Slope = .73 Intercept = 12.49	Slope = .49 Intercept = 19.39

The prescore cutoff below which the tutoring was having the desired effect averaged the 18th percentile in reading and the 24th percentile in math. If

the 25th percentile were used in both reading and math as the upper limit for students receiving long-term, consistent tutoring, we could expect greater benefit to the tutored students (benefit greater than that received by the currently tutored students).

SUMMARY AND RECOMMENDATIONS

The part of this report concerned with assessment of objectives showed that seven of eight objectives were met or exceeded. The objectives within the Academic Assistance Component concerning pre-to-post gains on the WRAT and referral of students to other academic programs were both met.

Four of the five objectives within the Supplemental Guidance and Counseling Component were met. The objectives concerning counseling students with high absentee rates or with behavior-related problems were met. Also, the objectives on providing financial assistance and information on career and educational opportunities were both met. The one objective that was not met stated that all the "base" schools (the ones with the largest Indian student enrollments) would have at least one cultural awareness activity per semester. Even though more students were served through this objective than any other, it was not met because the services were not provided at each of the base schools. Since the new, computerized quarterly report form facilitated reporting considerably, it seems unlikely that this objective was not met merely because of reporting procedures. The recommendation for the future is that efforts should be redoubled to insure that students at each of the base schools have the opportunity to be involved in cultural awareness activities during each semester.

In addition to assessing completion of the program objectives, analyses were carried out to determine the gains made by tutored students on the district-

administered CAT. The results from those analyses have implications for assessing the appropriateness of the new objectives (for 1983-1984) that rely on CAT gains. The findings indicated that the tutoring objectives, as written for 1983-1984, would not have been met if they had been in place in 1982-1983. Further analyses suggested that the primary reason for this result was that students were being reported as receiving tutoring who were high achievers on the pretest (in May of 1982). This appears to be due to the new quarterly report form facilitating the reporting of even "incidental" or occasional tutoring sessions. Multiple regression analyses indicated that an upper-limit cutoff on pre-scores at the 25th percentile should help insure that consistent, long-term tutoring services are provided to those students most likely to benefit from the tutoring. These initially low-achieving students are much more likely than high achievers to show gains in conjunction with the tutoring. Additionally, it seems difficult to justify expending tutoring resources on students above the 50th percentile as long as there are Indian students in OCPS who are scoring at the 10th or 20th percentile. The recommendation to focus on providing tutoring to students below the 25th percentile is now being implemented during the current year (1983-1984).

Recommendations in other areas are that the program should continue doing what has been done in the past--since all but one of the other objectives were met or exceeded. One area where there is room for improvement is in the cultural awareness program; even though large numbers of students were served, they were not distributed throughout all base schools. Program administrators and staff need to take action to insure that students at each base school are

exposed to at least one cultural activity per semester.

Overall, the results of the evaluation present a picture of an active program that is largely successful in meeting the needs of the large and diverse OCPS Indian student population.

APPENDIX: COPIES OF EVALUATION INSTRUMENTS

(1) New, Computerized Quarterly Report 26
(2) Old Quarterly Report 27
(3) Behavior/Adjustment Record 37
(4) Time Use Record. 38
(5) Wide Range Achievement Test. 39

INDIAN EDUCATION RECORD OF SERVICES, 1ST QUARTER 83-84
PUT A CHECK UNDER EACH COLUMN REPRESENTING A SERVICE PROVIDED
SERVICE CODES ARE: 01=READING TUTORING,MAX 02=READING TUTORING,MIN 03=MATH TUTORING,MAX 04=MATH TUTORING,MIN
05=ACAD. REFERRAL 06=SOCIAL AGENCY REFERRAL 07=ASST. - ABSENTEEISM 08=BEHAV. ADJUSTMENT 09=COSTS - SCHOOL RELATED
10=COSTS - HARDSHIP 11=CAREER INFO 12=CULTURAL AWARENESS 1ST SEMESTER 13=CULTURAL AWARENESS 2ND SEMESTER
14=PREVENTIVE COUNSELING

SCHOOL	ID #	NAME	SERV CODE 01	SERV CODE 02	SERV CODE 03	SERV CODE 04	SERV CODE 05	SERV CODE 06	SERV CODE 07	SERV CODE 08	SERV CODE 09	SERV CODE 10	SERV CODE 11	SERV CODE 12	SERV CODE 13	SERV CODE 14
	987859															
	985180															
	962129															
	971446															
	996939															
	97455d	STUDENT														
	994105															
	996936															
	994143															
	993317															
	969443															
	957326	NAMES														
	979390															
	969428															
	994149															
	981298															
	970562															
	964497	APPEAR														
	972350															
	994093															
	971647															
	961249															
	981267															
	973732	HERE														
VALION	1034															

COMPLETED BY:
DATE:

ENTERED INTO THE COMPUTER BY:
DATE OF ENTRY:

-26-

1981-82 TITLE IV-A
INDIAN EDUCATION
QUARTERLY REPORT FORMS

for

Indian Education Advisors
at each Target School Site

Submit To:
Planning, Research, and Evaluation Department
Oklahoma City Public Schools

By the following dates:

1st Quarter - Oct. 30th, 1981
2nd Quarter - Jan. 15th, 1982
3rd Quarter - March 26th, 1982
4th Quarter - May 28th, 1982

School:_____

Indian Ed [illegible]:_____

1981-82 TITLE IV-A INDIAN EDUCATION
ACADEMIC ASSISTANCE QUARTERLY REPORT

SCHOOL: _____

INDIAN EDUCATION ADVISOR: _____

OBJECTIVES	ACTIVITIES
1. By May 15, 1982, the mean scores for reading and mathematics at each grade level of students to whom tutoring services are provided, will show a gain between pre and post testing on the Wide Range Achievement Test. (During the current year, there is no distinction between long and short-term tutoring.	1.1 The Indian Education Advisor in each target building will solicit referrals from teachers and/or school counselors of Indian students who scored below the 26th percentile on the California Achievement Test (latest score available). Children above the 26th percentile are served on an "as needed" basis. 1.2 The Indian Education Advisor will administer the WRAT test to each student referred, and will administer it again upon completion of services. 1.3 The Indian Education Adviser will regularly contact classroom teachers to identify those Indian students who have a need for extra help. 1.4 The assistance will be planned with the teacher. 1.5 The Advisor will provide the assistance within school hours. 1.6 Whenever necessary, the Indian Education Advisor will make home contacts. 1.7 The Indian Education Advisor will provide feedback to teachers and administrators regarding special problems, parent perceptions, etc.

TUTORING

Student Name	Grade	WRAT Test Results (Raw Score) Reading	Spelling	Math	Subject Area Tutored	# Hours Tutored	# Times Contacted	# Teachers Contacted	Other School Programs to which referred	Termination or Retained	Reason for Termination
1.											
2.											
3.											
4.											
5.											
6.											
7.											

(Mark pre or post)

SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES

OBJECTIVES	ACTIVITIES
2. By May 15, 1982, 80% of students referred will be assessed by the Indian worker on the Behavior/Adjustment Record. Of the 80% assessed, at least 20-40% will show improvement as indicated on the Behavior/Adjustment Record.	2.1 The Indian Education Advisor will solicit referrals of Indian students experiencing adjustment problems from teachers, counselors, administrators, and/or in-house suspension personnel. The Indian Education Advisor will complete the Behavior/Adjustment Record to indicate progress. 2.2 The Indian Education Advisor will contact students and their families regarding the problem behavior, possible reasons, and possible solutions. 2.3 The Indian Education Advisor will develop and implement a plan of service which may include utilization of various counseling approaches, home and school resources, and referral to other agencies or services. 2.4 The Indian Education Advisor will monitor the progress of the students referred and provide feedback to other school personnel, parents, and outside agencies, as necessary.

Referrals for Adjustment Problems

Student Name	Grade	Referred By	# Contacts w/ Student	# Home Contacts	School Resource Used	Community Resources Used	Remain, or Retained	Reason for Termination
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

1981-82 TITLE IV-A INDIAN EDUCATION
SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES
QUARTERLY REPORT

SCHOOL:_____

INDIAN EDUCATION ADVISOR:_____

OBJECTIVES	ACTIVITIES
1. By May 15, 1982, the Indian workers will assess and attempt to provide assistance for 100% of students referred for excessive absenteeism. - Providing assistance for absentee problems can include: a) giving supplementary counseling b) talking with parents (informing them of problem) c) coordinating as closely as possible with school staff (e.g., principals, counselors, attendance monitors). d) direct monitoring of absent students (by visit or phone).	1.1 The Indian Education Adviser will collect attendance data as required by the Title IV-A Office. 1.2 The Indian Education Adviser will solicit referrals from school counselors, teachers, and/or administrators of Indian students with records of excessive absenteeism. 1.3 The Indian Education Adviser will contact the students and their families to determine reason for excessive absences and to explain school absentee policies. 1.4 The Indian Education Adviser will utilize or adapt existing resources or programs designed to provide counseling and additional information to students on school absenteeism policies. 1.5 The Indian Education Adviser will make referrals to outside agencies as necessary.

Attendance Data

Student Name (All Eligible Indian Students)	Grade	Number of days absent (from school attendance office)			
		QTR 1	QTR 2	QTR 3	QTR 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES

OBJECTIVES	ACTIVITIES
2. By May 15, 1982, 80% of students referred will be assessed by the Indian worker on the Behavior/Adjustment Record. Of the 80% assessed, at least 20-40% will show improvement as indicated on the Behavior/Adjustment Record.	2.1 The Indian Education Adviser will solicit referrals of Indian students experiencing adjustment problems from teachers, counselors, administrators, and/or in-house suspension personnel. The Indian Education Adviser will complete the Behavior/Adjustment Record to indicate progress. 2.2 The Indian Education Adviser will contact students and their families regarding the problem behavior, possible reasons, and possible solutions. 2.3 The Indian Education Adviser will develop and implement a plan of service which may include utilization of various counseling approaches, home and school resources, and referral to other agencies or services. 2.4 The Indian Education Adviser will monitor the progress of the students referred and provide feedback to other school personnel, parents, and outside agencies, as necessary.

Referrals for Adjustment Problems

Student Name	Grade	Referred By	# Contacts w/ Student	# Contacts w/ Home	# Contacts w/ Community	School Resources Used	Community Resources Used	Retain, or Retained	Reason for Termination
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

SUPPLEMENTAL GUIDANCE AND COUNSELING SERVICES

1st Quarter

- Referrals for Adjustment Problems

Student Name	Grade	Referred by	# Contacts w/ student	# Contacts w/ Parents	School Resources Used	Community Resources Used	Termin. or Retained	Reason for Termination
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								
31.								
32.								
33.								
34.								
35.								
36.								
37.								
38.								
39.								
40.								
41.								
42.								
43.								
44.								
45.								
46.								
47.								
48.								

SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES

OBJECTIVE	ACTIVITIES
3. By May 15, 1982, the Indian workers will assess the financial needs of 100% of students referred and will attempt to locate or provide resources to address these needs.	3.1 The Indian Education Advisor will screen referrals and/or requests for financial assistance to include needs as school expenses, clothing needs, and health needs. 3.2 The Indian Education Advisor will contact the families identified, to more fully determine financial needs and eligibility for various types of assistance. 3.3 The Indian Education Advisor will identify and contact possible resources for assistance to include: PTA Clothing Room, Variety Health Clinic, BIA resources, local service and charitable agencies, and/or the Title IV-A Office.

Students Referred for Financial Reasons

Student Name	Grade	Referred by:	Reason for Referral	# Contacts w/students	# Contacts w/parents	School Community used for assistance	Community Resources used for assistance
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							

SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES

OBJECTIVE	ACTIVITIES
4. By May 15, 1982, the Indian worker will provide information to students on career and educational opportunities as appropriate and necessary. Indian worker can provide this information by: a) having persons talk to students as role models in professional positions; b) Indian workers can themselves provide information on careers and educational opportunities; c) Indian workers should make use of school counselors to provide information to Indian students.	4.1 The Indian Education Advisor will identify district and other resources available for provision of information on career and educational opportunities. 4.2 Each Indian Education Advisor will develop a plan and a timetable for providing information on career and educational opportunities to Indian students in his/her building. 4.3 Each Indian Education Advisor will contact and coordinate delivery of services to include: Scholarship and grant information, career role models, job training opportunities, etc. as appropriate for the age and grade of the students served.

Career and Education Opportunities guidance

Activities	Indian Worker Provides Information	School Resources Used	Community or Other Resources Used

SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES

OBJECTIVE	ACTIVITIES
5. By May 15, 1982 each Indian worker will provide a minimum of two (one per semester) Indian cultural awareness activities to students in his/her building.	5.1 The Indian worker will meet with the principal and/or other appropriate staff to discuss needs for Indian cultural awareness activities for the school year. 5.2 The Indian worker will identify resources and develop a plan with a timetable for providing cultural awareness activities. Such activities may include: assemblies, field trips, provision of speakers and performers, demonstrations of arts and crafts, and/or assistance to teachers in developing study units dealing with Indian culture.

Cultural Awareness Activities

Activity	Number of time this QTR.
Film/Filmstrip/Slides in class	
Class Discussions (Topics:)	
Speaker/Performer (Names:)	
Posters	
Handicrafts	
Assemblies (Activities:)	
Field Trips (Locations:) (Number of students:)	
Workbooks in class	
Art Festival Provide materials related to Indian history/ culture	
Other Cultural Awareness Activities: (Please List):	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

3. Other programs utilized (Please list).

OKLAHOMA CITY PUBLIC SCHOOLS
PLANNING, RESEARCH, AND EVALUATION

Behavior/Adjustment Record

Student Name:_____ Grade:_____

School:_____

Date	Referral Reason	Action Taken	Results		Comments
			No change	Change for better	

TIME USE RECORD

NOTE: THIS FORM IS TO BE USED FOR RECORDING TIME SPENT IN ACTIVITIES THAT DO NOT FIT INTO THE OBJECTIVES AND ACTIVITIES THAT ARE REPORTED ON THE QUARTERLY REPORT FORM.

Date	Amount of Time (to the nearest quarter hour)	Description of Activity

ASSESSMENT SYSTEMS

1978 EDITION

WIDE RANGE ACHIEVEMENT TEST

Joseph F. Jastak, Sidney W. Bijou, Sarah Jastak

Name _____ Sex: M. F.

Date _____ Birth Date _____ Age _____

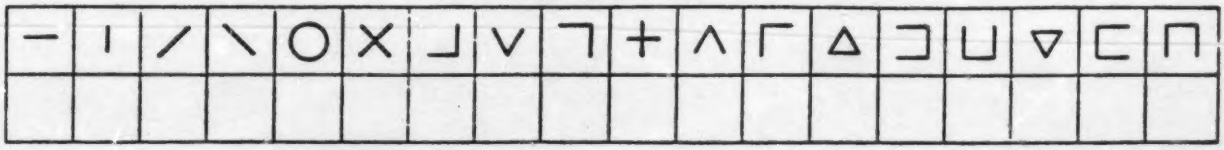
School _____ Grade _____

Referred by _____ Examiner _____

Test Results:	Raw Score	Grade Rating	Standard Score	Percentile
Reading				
Spelling				
Arithmetic				

Page 1

Spelling, Level I & Level II



Name _____

1. _____	16. _____	31. _____
2. _____	17. _____	32. _____
3. _____	18. _____	33. _____
4. _____	19. _____	34. _____
5. _____	20. _____	35. _____
6. _____	21. _____	36. _____
7. _____	22. _____	37. _____
8. _____	23. _____	38. _____
9. _____	24. _____	39. _____
10. _____	25. _____	40. _____
11. _____	26. _____	41. _____
12. _____	27. _____	42. _____
13. _____	28. _____	43. _____
14. _____	29. _____	44. _____
15. _____	30. _____	45. _____
		46. _____

Level I. Raw Scores (RS) and Grade Ratings (GR)

Test	Cumul. Score	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR
Copying		0	N4	11	P8	22	17	33	33	44	59	55	73
	1	1	N5	12	K0	23	19	34	34	45	62	56	75
	10	2	N6	13	K2	24	21	35	37	46	63	57	77
	15	3	N7	14	K5	25	22	36	39	47	64	58	79
		4	N8	15	K7	26	24	37	41	48	65	59	81
Name	19	5	P1	16	K8	27	25	38	43	49	66	60	83
	44	6	P2	17	10	28	26	40	47	50	67	61	85
		7	P4	18	11	29	27	41	49	51	68	62	87
Spelling	21	8	P5	19	13	30	28	42	51	52	69	63	89
	24	9	P6	20	14	31	29	43	53	53	70	64	92
	27	10	P7	21	15	32	31	44	55	54	71	65	95

Level II, Raw Scores (RS) and Grade Ratings (GR)

Test	Cumul. Score	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR
Copying		0	K3	10	12	20	62	30	85	41	109
	1	1	K6	11	36	21	64	31	87	42	112
	2	2	K9	12	39	22	67	32	89	43	114
	3	3	12	13	41	23	69	33	91	44	117
Name	4	4	15	14	43	24	72	34	93	45	119
	5	5	18	15	44	25	75	35	95	46	122
Spelling	6	6	21	16	47	27	77	36	97	47	125
	9	7	24	17	49	27	79	37	99	48	128
	10	8	27	18	51	28	81	38	102	49	131
	43	9	30	19	53	29	83	39	104	50	134

BASE ALL INTERPRETATIONS ON STANDARD SCORES. PAGES 16 TO 42 OF MANUAL

49

Page 2. Arithmetic. Level I

Oral Part

41 17 9 5 3 3 Fingers. 8 fingers. 9 or 6? 42 or 28?

3 pennies, spend 1?_____; 3 + 4 apples?_____; 9 marbles, lose 3?_____

Written Part

$1 + 1 =$ _____ $\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$ $\begin{array}{r} 32 \\ 24 \\ +40 \\ \hline \end{array}$ $4 \times 2 =$ _____ $\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 29 \\ -18 \\ \hline \end{array}$ $\begin{array}{r} 75 \\ +8 \\ \hline \end{array}$

$4 - 1 =$ ____

$\begin{array}{r} 452 \\ 137 \\ +245 \\ \hline \end{array}$ $6 \div 2 =$ _____ $\begin{array}{r} \$62.04 \\ -5.30 \\ \hline \end{array}$ $1\frac{1}{2}$ hr. = ____ min. $6\overline{)968}$ $\frac{1}{3} + \frac{1}{3} =$ _____

$\frac{15}{5} =$ _____ $\frac{7}{8} - \frac{5}{8} =$ _____ $\begin{array}{r} 823 \\ \times 96 \\ \hline \end{array}$ $\begin{array}{r} 4\frac{5}{6} \\ 3\frac{1}{3} \\ +2\frac{1}{2} \\ \hline \end{array}$ $\frac{2}{5}$ of 35 = ____

$\frac{1}{2}$ yd. = ____ in. $1\frac{3}{4} = \frac{\quad}{4}$

$27\overline{)384}$ $\frac{2}{3} = \frac{\quad}{12}$ $\begin{array}{r} 5 \\ -1\frac{1}{3} \\ \hline \end{array}$ $\frac{3}{4}$ yr. = ____ mo. $2\frac{1}{3}$ doz. = _____ Multiply: $\begin{array}{r} 7.96 \\ 30.8 \\ \hline \end{array}$

Which is more? $\frac{7}{8}$ or $\frac{13}{15}$

Ans. _____

Find the average of: 24, 18, 21, 26, 17

Ans. _____

Write as a percent: $\frac{3}{4} =$ _____ %

$4\frac{1}{5} \times 3\frac{1}{3} =$ ____

$\frac{3}{10} \div \frac{3}{4} =$ _____ $\frac{8}{9} \times \frac{9}{4} \times \frac{1}{2} =$ _____

Write as decimal: $\frac{2}{3} =$ _____

20% of 120 = ____

$6^2 =$ _____ $8.2\overline{)62.703}$

Change to familiar numerals:

MCXLII = _____

$(-5)(+9) =$ _____

Find interest on $300 at $4\frac{1}{2}$ % for 7 mo.

Ans. _____

Solve: $y + (9 - 8y) = 65$

$y =$ _____

Find square root: $\sqrt{314.89}$

Raw Scores (RS) and Grade Ratings (GR)

SEE MANUAL FOR NORMS

RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR
0	N1	5	N8	10	P6	15	K9	20	21	25	29	30	39	35	49	40	60	46	75	52	91	58	105
1	N2	6	P0	11	P9	16	1	21	23	26	31	31	41	36	51	41	63	47	78	53	94	59	108
2	N4	7	P2	12	K2	17	14	22	25	27	33	32	43	37	53	42	65	48	80	54	97	60	111
3	N6	8	P4	13	K4	18	7	23	26	28	35	33	45	38	55	43	69	49	83	55	100	61	114
4	N7	9	P6	14	K7	19	10	24	27	29	37	34	47	39	58	44	71	50	86	56	103	62	117
																45	73	51	89	57	106		

Page 3. Arithmetic, Level II
Oral Part

1. Counts 1-5 2. Counts 6-15 3. Reads 3 4. Reads 5 5. Reads 6

6. Reads 17 7. Reads 41 8. Pennies 3-1 9. Apples 3 + 4 10. Marbles 9-3

Written Part

$43 + 6$

$94 - 64$

$\$4.95 \times 3$

$726 - 349$

$2\frac{1}{2} + 1\frac{1}{2} =$ _____

$\frac{1}{6}$ of 30 = _____

$229 + 5048 + 63 + 1381$

$9\overline{)4527}$

$1\frac{1}{3}$ ft. = _____ in.

$2 -$ _____ $= \frac{1}{4}$

Add: $6\frac{1}{4}$, $1\frac{5}{8}$, $4\frac{1}{2}$

809×47

Write as percent:

.42 = _____ %

Subtract: $10\frac{1}{4} - 7\frac{2}{3}$

Multiply: 6.23×12.7

Find average: 34, 16, 45, 39, 27

Ans. _____

Write as decimal:

$52\frac{1}{2}$ % = _____

Write as percent:

$\frac{3}{8}$ = _____ %

$2.9\overline{)308.85}$

Add: 3 ft. 6 in.
5 ft. 5 in.
8 ft. 11 in.

M + 2 = 5
M = _____

2x = 3
x = _____

$6 \times 3\frac{7}{8} =$ _____

15% of 175 = _____

Write as common fraction in lowest terms: .075 = _____

The complement of an angle of 30° = _____

$4^3 =$ _____

.25 ÷ $1\frac{1}{5}$ = _____

If a = 7, b = 3;
$a^2 + 3b =$ _____

$\frac{1}{4}$% of 60 = _____

66 sq. ft. = _____ sq. yd.

Solve: $\frac{7 - (6 + 8)}{2} =$ _____

Add: $-x - y - 23$, $x - y + 22$

Factor: $r^2 + 25 - 10r$

Ans. _____

$\frac{r^2 - 5r - 6}{r + 1}$

Ans. _____

Change to familiar numerals:
M D C X C I = _____

Find interest on $1,200 at 6% for 70 days. Ans. _____

$3p - q = 10$
$2p - q = 7$
p = _____
q = _____

$\sqrt{2ax} = 6$
x = _____

$\frac{7}{17} = \frac{6}{x}$
x = _____

Find square root: $\sqrt{67081}$

Ans _____

$\log_{10}\left(\frac{1}{100}\right)$

Ans. _____

$\log_5 5\sqrt{5}$

Ans. _____

Reduce: $\frac{k^2 + k}{k^2} \cdot \frac{3k - 3}{k^2 - 1}$

Ans. _____

Find root: $2x^2 - 36x = 162$

Ans _____

Raw Scores (RS) and Grade Ratings (GR)

SEE MANUAL FOR NORMS

RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR
0	P3	5	K8	10	23	15	39	20	56	25	72	30	86	35	104	40	12[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	P6	6	11	11	27	16	43	21	59	26	76	31	92	36	106	41	12[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2	P9	7	14	12	30	17	46	22	62	27	78	32	94	37	110	42	126	[illegible]	[illegible]	[illegible]	[illegible]
3	K2	8	17	13	33	18	50	23	66	28	81	33	97	38	113	43	12[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4	K5	9	21	14	36	19	53	24	69	29	84	34	100	39	116	44	13[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
																45	13[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Reading. Level I

A R Z H I Q S E B O

Two letters in name (2) A B O S E R T H P I U Z Q

cat see red to big work book eat was him how

then open letter jar deep even spell awake block size

weather should lip finger tray felt stalk cliff lame struck

approve plot huge quality sour imply humidity urge

bulk exhaust abuse collapse glutton clarify

recession threshold horizon residence participate quarantine

luxurious rescinded emphasis aeronautic intrigue repugnant

putative endeavor heresy discretionary severe anomaly

rudimentary miscreant usurp novice audacious mitosis

seismograph spurious idiosyncrasy itinerary pseudonym aborigines

Level I.
Raw Scores (RS)
and Grade Ratings(GR)

SEE MANUAL FOR NORMS

RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR
0	N.7	9	P.6	18	K.6	27	1.5	36	2.3	45	2.8	54	3.8	63	5.1	72	6.6	81	7.6	91	8.8
1	N.8	10	P.7	19	K.7	28	1.6	37	2.4	46	2.8	55	3.9	64	5.3	73	6.7	82	7.7	92	9.0
2	N.9	11	P.8	20	K.8	29	1.7	38	2.4	47	2.9	56	4.0	65	5.5	74	6.9	83	7.9	93	9.2
3	P.0	12	P.9	21	K.9	30	1.8	39	2.5	48	3.0	57	4.1	66	5.7	75	7.0	84	8.0	94	9.3
4	P.1	13	K.0	22	1.0	31	1.9	40	2.5	49	3.1	58	4.2	67	5.9	76	7.1	85	8.1	95	9.4
5	P.2	14	K.1	23	1.1	32	2.0	41	2.6	50	3.2	59	4.4	68	6.0	77	7.2	86	8.3	96	9.5
6	P.3	15	K.2	24	1.2	33	2.1	42	2.6	51	3.3	60	4.5	69	6.2	78	7.3	87	8.4	97	9.6
7	P.4	16	K.4	25	1.3	34	2.2	43	2.7	52	3.4	61	4.7	70	6.4	79	7.4	88	8.5	98	9.7
8	P.5	17	K.5	26	1.4	35	2.2	44	2.7	53	3.6	62	4.9	71	6.5	80	7.5	89	8.6	99	9.8
																		91	8.7	100	9.9

Reading. Level II

Two letters in name (2) A B O S E R T H P I U Z Q (13)

milk city in tree animal himself between chin split form

grunt stretch theory contagious grieve toughen aboard triumph

contemporary escape eliminate tranquillity conspiracy image ethics

deny rancid humiliate bibliography unanimous predatory alcove

scald mosaic municipal decisive contemptuous deteriorate stratagem

benign desolate protuberance prevalence regime irascible peculiarity

pugilist enigmatic predilection covetousness soliloquize longevity abysmal

ingratiating oligarchy coercion vehemence sepulcher emaciated evanescence

centrifugal subtlety beatify succinct regicidal schism ebullience

misogyny beneficent desuetude egregious heinous internecine synecdoche

Level II,
Raw Scores (RS)
and Grade Ratings(GR)

SEE MANUAL FOR NORMS

RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR	RS	GR
0	K1	7	13	14	23	21	33	28	43	35	54	42	64	50	77	58	89	66	10.1	74	11.2	82	12.5
1	K3	8	14	15	24	22	34	29	45	36	56	43	66	51	78	59	90	67	10.2	75	11.3	83	12.7
2	K5	9	15	17	25	23	36	31	47	37	57	44	68	52	80	60	92	68	10.4	76	11.5	84	12.9
3	K6	10	17	18	27	24	37	31	48	38	59	45	69	53	81	61	93	69	10.5	77	11.7	85	13.0
4	K8	11	18	19	28	25	39	32	50	39	60	46	71	54	83	62	94	70	10.6	78	11.8	86	13.1
5	K9	12	19	19	30	27	4	33	52	40	62	47	73	55	84	63	96	71	10.7	79	12.0	87	13.3
6	11	13	21	20	31	27	41	34	53	41	63	48	74	56	86	64	97	72	10.9	80	12.2	88	13.5
												49	76	57	87	65	99	73	11.0	81	12.4	89	13.7